



TOOLS
FOR STUDENT
PARENT
SUCCESS



Student Parent
Success Initiative



INSTITUTE FOR
WOMEN'S POLICY RESEARCH



National
Coalition
for Campus
Children's
Centers

Financing Child Care for College Student Success

About This Toolkit

This toolkit provides information about a wide range of funding sources for campus-based child care. It is intended as a resource for early care and education programs, institutions of higher learning, advocates, and policymakers. In addition to descriptions of each resource, it contains over a hundred links to websites of relevant organizations. It is designed as a guide for those seeking to provide quality child care for colleges and university students, considering how to strengthen and expand existing services, or hoping to build networks of support for students with children and other parents on campus.

Information in the toolkit is based on analysis of public data sources, literature reviews, original surveys, interviews, and interactions with early care and education experts. *Financing Child Care for Student Parents: A Toolkit for Colleges, Universities, Program Leaders, Policymakers and Advocates* is a product of the Institute for Women's Policy Research's Student Parent Success Initiative, and is co-published by the National Coalition for Campus Children's Centers. The report was made possible with support from the Bill & Melinda Gates Foundation and the Annie E. Casey Foundation.

About the Institute for Women's Policy Research



The Institute for Women's Policy Research (IWPR) conducts rigorous research and disseminates its findings to address the needs of women, promote public dialogue, and strengthen families, communities, and societies. The Institute works with policymakers, scholars, and public interest groups to design, execute, and disseminate research that illuminates economic and social policy issues affecting women and their families, and to build a network of individuals and organizations that conduct and use women-oriented policy research. IWPR's work is supported by foundation grants, government grants and contracts, donations from individuals, and contributions from organizations and corporations. IWPR is a 501(c)(3) tax-exempt organization that also works in affiliation with the women's studies and public policy and public administration programs at The George Washington University.



About the National Coalition for Campus Children's Centers

The National Coalition for Campus Children's Centers (NCCCC) is a nonprofit educational membership organization supporting excellence in programs for young children in communities of higher learning by providing opportunities for leadership, professional development, networking, and advocacy.

Relevant Publications

Varieties of Campus Child Care

March 2012, IWPR #C393

Toolkit, 20 pages, \$10.00

Increasing Opportunities For Low-Income Women and Student Parents in Science, Technology, Engineering, and Math at Community Colleges

March 2012, IWPR #C388

Report, 81 pages, \$15.00

Improving Child Care Access to Promote Postsecondary Success Among Low-Income Parents

March 2011, IWPR #C378

Report, 54 pages, \$10.00

Student Parents Face Significant Challenges to Postsecondary Success

December 2010, IWPR #C376

Fact Sheet, 2 pages

Child Care at College Campuses: A Critical Resource for Student Parents

October 2010, IWPR #C375

Testimony, 6 pages

Institute for Women's Policy Research
1200 18th Street NW, Suite 301
Washington, DC 20036
202/785.5100 202/833.4362 fax
www.iwpr.org

IWPR G719, June 2013

ISBN 978-1-878428-33-2

\$10.00

Copyright 2013 by the Institute for Women's Policy Research, Washington, DC

All rights reserved.

Printed in the United States of America.



Financing Child Care for College Student Success

A Toolkit for Colleges and Universities, Program Leaders, Policymakers, and Advocates

Institute for Women's Policy Research

By Todd Boerssoff

Early Childhood Consultancies



iwpr.org



campuschildren.org



studentparentsucces.org

Acknowledgments

The author wishes to thank Barbara Gault, Vice President and Executive Director; Tiffany Boiman, Senior Outreach and Policy Associate; and Kevin Miller, former Senior Research Associate, at the Institute for Women's Policy Research for their encouragement, knowledge, insight and support. Thanks also go to a number of early childhood education and policy experts, including Louise Stoney and Anne Mitchell, co-founders of the Alliance for Early Childhood Finance; Mary Sciaraffa, President, and Betty Pearsall, Past President of the National Coalition for Campus Children's Centers, and a number of the other members of the NCCCC board; Gerry Cobb, Director of State Services for the BUILD Initiative; Nancy Kolben, Executive Director of Center for Children's Initiatives in New York; and Josephine Hamilton of the U.S. Department of Education Child Care Access Means Parents in School Program.

Special thanks go to those who provided comments on drafts of this paper.

These include Judith Farbman (proofreader extraordinaire), Judy Metzger, Lynn Edlefson, Mark Bittner, Tim Dunnick, and Mary Sciaraffa.

Greatest thanks, however, go to the scores of NCCCC members and other campus child care leaders who responded to surveys, questions, and requests for information. These included Ingrid Amerson, Ida Baur, Susan Beemer, Mark Bittner, Marcia Brady, Heather Brown, Mary Cain, Samantha Coontz, Tim Dunnick, Nancy Dymond, Lynn Edlefson, Tara Evenson, Maryanne Gallagher, Earlene Gonzales, Cathy B Griffin, Ivette Guerrero, Carol Hagen, Johanna Hartnett, Diane Hendrick, Robin Judd, Terri Kosik, Sandra Kust, Holly Layne, Melissa Malm, Sara McElhenny, Sharon Mimms, Diane Nicolet, Susan Rosen, Sherri Sciarrotta, Nancy Seliga, Heidi Szobota, Leslie Voss, Danielle Waite, Cynthia Watson, Sherry Waugh, Karen Woland Payne, Janet Yang, Dianna Zink, and Susan Zucker. Funding for this report was made possible by the Bill & Melinda Gates Foundation and the Annie E. Casey Foundation.

Table of Contents

| | |
|--|----------|
| Introduction | 1 |
| Public Funding Sources..... | 3 |
| Federal Funding Sources | 3 |
| Child Care and Development Fund (CCDF)..... | 3 |
| Temporary Assistance for Needy Families (TANF)..... | 4 |
| Child Care Access Means Parents in School Program (CCAMPIS)..... | 4 |
| Child and Adult Care Food Program (CACFP)..... | 4 |
| USDA Special Milk Program | 5 |
| Military Child Care in Your Neighborhood (MCCYN)..... | 5 |
| Individuals with Disabilities Education Act Grants (IDEA)..... | 6 |
| Perkins Grants | 6 |
| State Funding Sources | 7 |
| Targeted State Higher Education Funding for Campus Child Care..... | 7 |
| Prekindergarten Funding | 8 |
| Quality Rating and Improvement Systems (QRIS)..... | 8 |
| State Child Care Funding..... | 9 |
| Child and Dependent Care Tax Credits..... | 10 |
| Local Public Funding | 11 |
| New York City..... | 11 |
| Seattle | 11 |
| San Francisco | 12 |
| Florida Early Learning Coalition System..... | 13 |
| Montgomery County, MD | 13 |
| Foster Grandparent Program | 13 |
| Tribal Child Care | 13 |

| | |
|---|----|
| College and University Funding Sources | 15 |
| Direct Financial Support | 15 |
| Coverage of Operating Expenses, Equipment, and Capital | 16 |
| Services from Other Campus Offices..... | 17 |
| Student Activity and Other Fees | 18 |
| Student Governments and Faculty-Student Associations..... | 18 |
| Lab and Other Usage Fees | 18 |
| Campus Charitable Donations | 18 |
| College and University Foundations | 19 |
| Endowments | 19 |
| Other College/University Funding Sources..... | 20 |
| Links and Collaborations with Other Campus Organizations..... | 21 |
| Private Funding Sources | 23 |
| Parent Fees and Tuition..... | 23 |
| Foundation Grants..... | 23 |
| Sliding Fee Scale | 24 |
| Fundraisers | 24 |
| Community and Local Donations..... | 24 |
| Corporate and Association Contributions..... | 26 |
| Family Support Organizations | 26 |
| Grants for Teachers..... | 27 |
| Other Miscellaneous Private Sources | 27 |
| Start-Up, Facilities Expansion and Capital Improvement | 29 |
| Conclusion | 31 |
| References | 33 |
| Endnotes | 34 |

Introduction

Child care is a critical resource for the postsecondary success of student parents. Access to quality, reliable child care can help student parents enroll, remain in college, and graduate more quickly, and yields broader benefits for children, families, and communities (Johnson et al. 2000, Matus-Grossman and Gooden 2002). Educational attainment helps parents achieve economic stability, which allows them to support their families, and is strongly associated with children's educational success. In turn, the success of parents and their children leads to lasting economic and social benefits for the nation (Dubow, Boxer, and Huessmann 2009)¹.

This toolkit is designed to help colleges and universities, early care and education programs and services, and students take full advantage of available child care financing. By exploring approaches employed around the U.S., this toolkit points out both common and more innovative funding opportunities. It is intended to help and inspire those planning, expanding, or working to stabilize campus child care programs and services. The toolkit covers *Public Funding Sources* — federal, state and local; *College and University Funding Sources*; *Private Funding Sources* and sources used for *Start-Up, Facilities Expansion and Capital Improvement*, and includes links to related resources throughout the document.

To identify a wide range of funding sources, the Institute for Women's Policy Research (IWPR) conducted an online survey of members of the National Coalition for Campus Children's Centers (IWPR Child Care Finance Survey), and received 66 responses, primarily from center directors. In addition, more than sixty NCCCC members shared their funding expertise at a large workshop, *Creating Tools to Improve and Expand Campus Child Care and Support to Student Parents*, and in individual interviews at the NCCCC Annual Conference in March 2012. The author also reviewed published literature (e.g. see Johnson-Staub 2012) and online information, and consulted with experts in early education financing.

The companion publication, *Varieties of Campus Child Care*, gives a rich description of the wide range of approaches that colleges and universities take to provide child care supports for student parents, both on and off campus (Boressoff 2012). In addition to campus centers, these include family child care; child care resource and referral; collaborations with community providers; student child care subsidy, voucher and scholarship arrangements; emergency and back-up care; special needs programs and supports; and many others. The vast majority of the funding approaches described in this toolkit are applicable to the full range of these services.



Public Funding Sources

Public funding for early care and education can originate at the federal, state or local level. It is sometimes difficult for programs seeking funding to identify the entities that manage government funding and to locate the most appropriate/ advantageous entry point. In addition, since there are often significant differences from state to state, it is not possible to indicate a specific entry point for every child care program. Nevertheless, this toolkit endeavors to highlight good places to start.

Child care resource and referral organizations (CCRR's) are generally the best place to start to explore how to access public funding in a specific region. State CCRR networks and their local partners help families find affordable, quality child care; and they help child care providers and communities assure the full range of quality care and education. Child Care Aware of America (formerly NACCRRA) works with more than 700 state and local child care resource and referral agencies nationwide.

To find a CCRR in your area, contact Child Care Aware of America (formerly NACCRRA): <http://www.naccrra.org>.

Search the site or contact Child Care Aware by phone to locate a CCRR.

FEDERAL FUNDING SOURCES

Some federal funding, such as the Child Care and Development Fund, is managed through contracts with states (and sometimes through states to localities). Other funding sources, such as the Child Care Access Means Parents in School (CCAMPIS) program, contract directly with individual grantees. Still others, such as Head Start, contract with other governmental entities, large subcontractors and individual programs, sometimes all in the same region.

The Child Care and Development Fund (CCDF). Numerous campus child care programs access funding that originates in the Child Care and Development Fund, the largest Federal program specifically devoted to child care services and quality. CCDF enables low-income parents, including those receiving Temporary Assistance for Needy Families (TANF), to work or to participate in work-related education and training programs. Funds also serve children in protective services, and a portion of CCDF funds must be used by each state to enhance child care quality and availability. CCDF makes child care services available through grants and contracts with providers and through certificates, or vouchers, issued directly to eligible families. Since CCDF funds are authorized under the Child Care and Development Block Grant (CCDBG) Act and dispersed through the CCDBG, funds from the CCDF may also be referred to as CCDBG funds (U.S. Department of Health and Human Services 2012).

Unfortunately, though allowed by federal guidelines, not all states consider participation in higher education to be an eligibility criterion for low-income families to receive child care subsidies. Redding and Cohen (2009) provide a partial break down of states that allowed some form of higher education eligibility in 2009: <http://www.cga.ct.gov/2009/rpt/2009-R-0096.htm>

To find out more about eligibility, how to contract, or how to apply for assistance, both programs and parents can contact their state early childhood education agency. It is also possible to contact a local CCRR to facilitate the process.

A list of all of the current state CCDF grantees is available at:
<http://www.acf.hhs.gov/programs/occ/resource/ccdf-tribal-grantees-listed-in-alphabetical-order>

For more information about the CCDF see:
http://www.acf.hhs.gov/sites/default/files/occ/ccdf_factsheet.pdf

Detailed information about the administration of CCDF is available at:
<http://www.acf.hhs.gov/programs/occ/resource/fundamentals-of-ccdf-administration>



Temporary Assistance for Needy Families (TANF).

The Federal Temporary Assistance for Needy Families (TANF) program allocates funds to states to assist low-income families. States can use TANF funds for a number of purposes, including for child care (Child Care Aware of America 2011). As a result, quite a few campus child care programs are able to access TANF funds. By law, up to 30 percent of TANF funding each year may be transferred to CCDF. TANF funds may also be spent directly on child care, either for families receiving cash assistance, or for families at risk of needing cash assistance (Child Care Aware of America 2011). Some states exercise this option to transfer funds while others do not. In fiscal year 2010, the federal government spent \$12.6 billion on child care in CCDF and TANF funding combined (Center for Law and Social Policy 2010).

A link to TANF funds spent on child care by state can be found here: <http://www.naccrra.org/public-policy/resources/data/tanf-funding-used-for-child-care>

Child Care Access Means Parents in School Program (CCAMPIS). CCAMPIS provides grants to higher education institutions to offer campus-based child care services for low-income student parents. Currently 153 colleges and universities receive CCAMPIS funding. Eligible activities include supporting or establishing a campus-based child care program, establishing or expanding child care programs for infants and toddlers, providing before- and after-school services for older children, and subsidizing the costs of child care services for low-income students. CCAMPIS has also helped fund a range of support services including parent support activities, professional development (including travel), and curriculum development. It has also helped pay for supplies, equipment, and minor renovations and repairs.

CCAMPIS makes competitive grants directly to higher education institutions. Institutions are eligible to apply for up to one percent of their prior year Pell Grant utilization. Competitions for new grants occur every four years. In 2011, awards to individual institutions ranged from \$10,732 to \$324,084 each year for four years. The average yearly grant was \$103,445.

For more information on the Child Care Access Means Parents in School Program, visit: <http://www2.ed.gov/programs/campisp/index.html>.

For details of funding and a list of 2011 grantees, visit: <http://www2.ed.gov/programs/campisp/ccampisgrantees2011.pdf>

Child and Adult Care Food Program (CACFP). Used by a host of campus child care programs, CACFP, administered by the U.S. Department of Agriculture, provides nutrition education and meal reimbursement to help serve nutritious meals and snacks to children and adults in day care settings. For children, the program reimburses centers and family child care homes for snacks and meals at rates based on the type of meal served and the family income levels of the children. States and subcontracting entities manage this child nutrition program.

Visit the CACFP webpage for more information: <http://www.fns.usda.gov/cnd/care/>

To participate or learn more contact your state agency: <http://www.fns.usda.gov/cnd/Contacts/StateDirectory.htm>

You can also find out more through your local CCRR.

USDA Special Milk Program. Some centers that do not participate in CACFP access the Special Milk Program, which serves children in schools and child care institutions that do not participate in other Federal meal programs. The program reimburses schools and centers for milk, with rates based on the income levels of the children served. The Special Milk Program is managed through the same state agencies that manage CACFP, (see previous).

For more information about the Special Milk Program, visit: <http://www.fns.usda.gov/cnd/milk/>.

Military Child Care in Your Neighborhood (MCCYN). Several campus centers access funding through MCCYN. Organized through Child Care Aware's Military Fee Assistance Program, MCCYN provides fee assistance for families of active duty service members and civilians/technicians in the U.S. Army, Navy, Air Force, and Marine Corps who are unable to access on-post child care. Providers must meet specific requirements, which are roughly similar across each military branch. The military assistance better enables families to pay center fees and tuition.

For more information on MCCYN, visit: <http://www.naccrra.org/military-families>

To become a registered provider contact the NACCRRRA Military Fee Assistance department toll-free at 1-800-424-2246 or by email at mfp@naccrra.org.

Provider requirements for the Navy are available at: <http://www.naccrra.org/military-families/navy/providers/provider-requirements-documentation>





Individuals with Disabilities Education Act Grants (IDEA). The Individuals with Disabilities Education Act (IDEA) authorizes non-competitive grants to states and discretionary grants to institutions of higher education. Administered by the Department of Education's Office of Special Education Programs (OSEP), the grants seek "to improve results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts" (U.S. Department of Education 2012). Funds are distributed to eligible state education agencies and states distribute the bulk of their grant awards to local education agencies (LEAs). They can be used for the salaries of special education teachers and costs associated with services including, speech-language pathology, physical and occupational therapy, psychological services, parent counseling and training, and social work services. Part B of IDEA serves children between three and 21 years of age. Part C serves children 0 to 3 years (108th U.S. Congress 2004).

- At the Child & Family Research Center at the University of Nevada, Reno, the community Local Education Agency (Washoe County School District) funds services to children from three to five years old. In addition, Nevada Early Intervention Services, along with other community providers, funds services for children from ages zero to three.²
- The Children's Center at Montclair State University (NJ) is a state-approved provider of preschool special education services. As such, they are able to receive children ages three to five with Individualized Education Plans (IEPs) from local school districts. The districts pay the Center to provide special education services in their inclusive preschool setting. They must follow guidelines regarding length of day and number of days in the

year, as set forth by state code. They are also reimbursed by Early Intervention Services for eligible children under three years of age. If a child needs additional support in a classroom, beyond what Early Intervention provides, the Children's Center also has a privately funded account to hire "special buddies" to assist, usually graduate level students interested in working with children with special needs.³

For more information about the Individuals with Disabilities Education Act, visit: <http://idea.ed.gov/> and <http://www2.ed.gov/about/offices/list/osep/index.html>.

More information about the Children's Center at Montclair State is available here: <http://www.montclair.edu/cehs/academics/centers-and-institutes/childrens-center/programs/>.

Grants

Perkins Grants. A few campus-based child care centers, including one at Broome Community College in New York State, have received funding through their institution's Perkins Grant.⁴ These grants provide funds to develop the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs. Grants can be used to fund both academic and support services, including child care (109th U.S. Congress 2006).

Perkins Grant information can be found at the Department of Education: <http://www2.ed.gov/policy/sectech/leg/perkins/index.html>

and the Association for Career and Technical Education: <https://www.actonline.org/general.aspx?id=687#legislation>.

STATE FUNDING SOURCES

The range of state funding sources for child care and related services is extensive and varies widely state to state. It is not possible to list all of the state funding sources, but some of the most commonly available sources are listed here.



Targeted State Higher Education Funding for Campus Child Care. Some states provide state funding specifically targeted for child care on college campuses. In addition, some include in this a portion of their child care block grant (including possible TANF transfer funds).

- **Minnesota.** The Minnesota Office of Higher Education administers the Postsecondary Child Care Grant program. The program gives grants to eligible students to reduce the costs of child care while they are attending an eligible postsecondary institution. State general fund appropriations were \$6.7 million dollars annually for 2010 and 2011. These were allocated to eligible postsecondary institutions based on the number of students who reported children on their financial aid application (Novak 2009, Minnesota Office of Higher Education). Eligible institutions include all public colleges and universities, private baccalaureate degree-granting institutions, and non-profit vocational technical schools granting associate degrees. The maximum grant is set by statute at \$2,600 per child for a nine month period. A student may also receive a separate summer grant (Novak 2009).

For more information on the Postsecondary Child Care Grant Program of the Minnesota Office of Higher Education, visit:

<http://www.ohe.state.mn.us/mPg.cfm?pageID=348>.

And <https://www.revisor.mn.gov/statutes/?id=136A.125>.

And <http://www.house.leg.state.mn.us/hrd/pubs/ss/ssccapss.pdf>.

- **New York State.** New York State provides funding for 55 child care centers at the State University of New York (SUNY) and 22 centers at the City University of New York (CUNY). These funds come from the state Operating Grant and Child Care and Development

Block Grant funds (including some TANF transfer). They are used for center operating costs, including salaries, fringe benefits, supplies, equipment and meals for children. Some Child Care and Development Block Grant funding provides tuition subsidies for income-eligible students. In fiscal year 2012-2013 over \$6 million in funding has been targeted for child care at the two university systems. From time to time, the state also supports several capital investments for child care on campuses through its capital budget.

For more information about SUNY Child Care, visit: http://www.suny.edu/provost/university_life/child_care.cfm

For more information about CUNY Child Care, visit: <http://www.cuny.edu/about/administration/offices/sa/services/child-care-1.html>

To view the 2012-2013 New York State Budget and SUNY and CUNY capital initiatives, see the instructions below:

2012-13 Enacted Budget, New York State Division of the Budget. For four-year colleges at the link below, 1) Go to Budget Bills; 2) click State Operations Budget Bill, 3) click City University of New York, or State University of New York, and finally, 4) search child care. <http://public.leginfo.state.ny.us/frmload.cgi?MENU-28095745>.

For community colleges at the same link, 1) Go to Budget Bills; 2) click Aid to Localities Budget Bill, 3) click City University of New York, or State University of New York, and again 4) search child care.

For SUNY and CUNY capital initiatives at the link below, 1) Go to Budget Bills, 2) click Capital Projects Budget Bill, 3) click City University of New York, or State University of New York, and again, 4) search child care. <http://public.leginfo.state.ny.us/frmload.cgi?MENU-28095745>.



- **Washington State.** In 2011 the Washington State Legislature appropriated \$75,000 for each fiscal year of the 2011-13 biennial budget to address the need for high quality, accessible, and affordable child care for students at Washington's public baccalaureate institutions. The purpose of the child care grant program is to promote high-quality, accessible, and affordable child care for students attending the state's public four-year colleges and universities.

For more information about Child Care Grants in Washington state, visit: <http://www.hecb.wa.gov/node/288>

And <http://dailyuw.com/news/2011/may/31/finalized-state-budget-restores-child-care/>.

Prekindergarten Funding. Quite a few campus children's programs receive state prekindergarten funding. Prekindergarten is generally funded through state dollars and administered by state departments of education. Some state prekindergarten programs are "universal" while others have eligibility requirements. Though recently there have been some cutbacks, overall there has been a huge expansion in state-funded preschool over the past ten years, resulting in an approximately \$5.5 billion expenditure for 1.3 million enrolled children as of the year 2011. In 2010-2011, thirty-nine states provided some level of prekindergarten funding to individual programs. Arizona, Hawaii, Idaho, Indiana, Mississippi, Montana, New Hampshire, North and South Dakota, Utah, and Wyoming had no programs in 2011. (Barnett et al. 2011).

An interactive map is available at the NIEER website, which indicates the level of prekindergarten support on a state-by-state basis: <http://nieer.org/research/2011-data-map>

Rules and guidelines for state prekindergarten initiatives vary. Programs seeking to contract for state Pre-K funding should reach out to their state departments of education and, of course, to their local child care resource and referral agencies. Links to several programs are listed here:

New York State Universal Prekindergarten Program. <http://www.p12.nysed.gov/funding/2012-13upk/home.html>

Massachusetts Universal Pre-Kindergarten Program Overview. http://www.eec.state.ma.us/docs1/board_materials/20100406_upk_overview_2.pdf

Georgia Department of Early Care and Learning, Bright from the Start. <http://dec.al.ga.gov/PreK/PreKHome.aspx>

Nevada State Pre-Kindergarten Education Program http://www.doe.nv.gov/Early_Childhood/

The *State of the Preschool*, published annually by the National Institute for Early Education Research (NIEER), provides by far the most comprehensive overview of prekindergarten programs both on national and state-by-state bases: <http://nieer.org/yearbook>

Quality Rating and Improvement Systems (QRIS).

Many campus-based children's centers receive some form of funding as a result of their state's Quality Rating and Improvement System. As of 2010, twenty-four states had quality rating and improvement systems and an additional twenty-two states were developing them (NYAEC 2010). QRIS systems seek to assess and improve the quality of early care and education. Similar to ratings used for restaurants and hotels, QRIS establishes a quality rating (often a range of stars) for early childhood and sometimes school-age programs. The rating not only helps parents identify the best programs, it helps them

better understand the components of quality early education. Generally speaking, quality rating and improvement systems establish standards, monitor these standards, and provide support to programs to meet them. (NAEYC 2010). When programs move up the rating scale some states reward them through tiered reimbursement rates, or stipends.

Information about several states' QRIS can be found at the following web pages:

California QRIS:

<http://www.acf.hhs.gov/programs/occ/qris/resource/wwwroot/index.cfm?do=qrisstateinfo&stateID=52>

Ohio's QRIS, Step Up to Quality (SUTQ):

<http://www.occrra.org/sutq/index.php>.

Pennsylvania QRIS, Keystone Stars:

http://www.portal.state.pa.us/portal/server.pt/community/child_care_programs/8706/keystone_stars/522205

State Child Care Funding. Most states provide assistance to low-income families to subsidize the cost of child care. A number provide programs funded with state funds, in combination with CCDF, TANF and other federal funds. Some states, such as California, add a great deal of their own funding to what is available federally.

For information on state funding for child care in California, visit: <http://www.preschoolcalifornia.org/resources/resource-files/2010-2011-state-child-care.pdf>

To find out how to access state child care funding in your state see the list of grantees at the link below. By clicking on your home state, you can scan the available state child care funding sources. Once again, your local CCRR can help.

CCDF Grantee State and Territory Contacts U.S. Department of Health and Human Services, Administration for Children and Families: <https://www.acf.hhs.gov/programs/occ/resource/ccdf-grantee-state-and-territory-contacts>

[hhs.gov/programs/occ/resource/ccdf-grantee-state-and-territory-contacts](https://www.acf.hhs.gov/programs/occ/resource/ccdf-grantee-state-and-territory-contacts)

Other states have used state funds to create smaller child care and early childhood education programs and/or to pilot child care programs that target special populations.

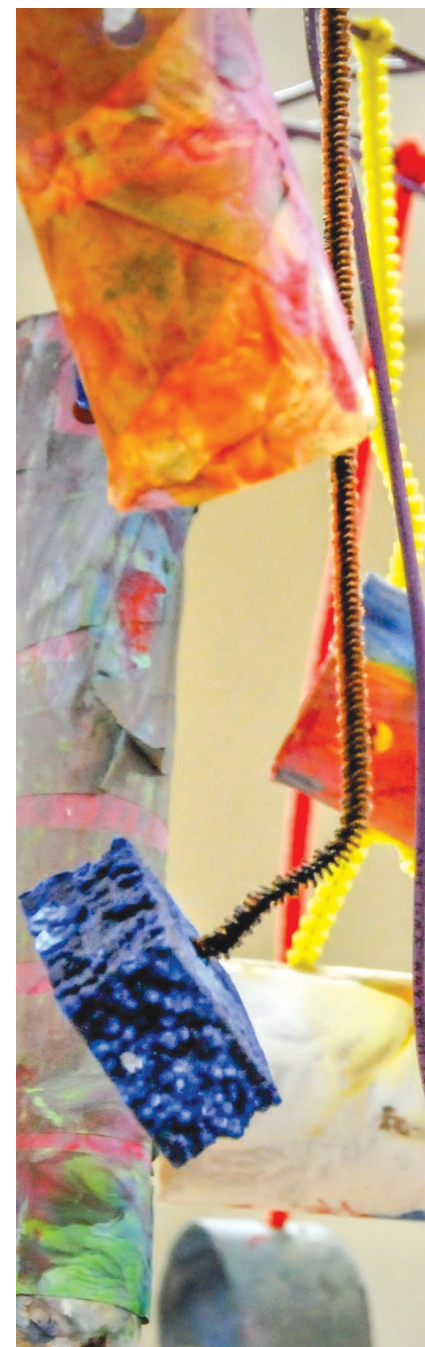
- **Kansas Smart Start.** Managed by the Kansas Children's Cabinet and Trust Fund, Smart Start Kansas provides flexible funding to help communities respond to the needs of local children and families. The funds improve the quality, affordability, and accessibility of early childhood education and health services for children. The Kansas legislature established the trust fund to improve the health and well-being of children and youth from their state's portion of the Master Tobacco Settlement (Kansas Children's Trust Fund). The Child Development Center at Johnson County Community College receives funding from Tri County Smart Start.⁵

Information on Smart Start Kansas is available at: <http://www.kschildrenscabinet.org/smartstart.htm>.

Information on Tri County Smart Start is available at: <http://community.unitedway-wyco.org/comm/Article.jsp?ArticleID=147>.

- **Connecticut School Readiness Program.** Administered by the Connecticut Department of Education, this network of school readiness programs is designed to increase the number of spaces in accredited and approved programs for young children and to increase the number of full-day, full-year spaces to meet family needs. The Early Childhood Laboratory School at Housatonic Community College receives funding from this state initiative.⁶

For more information on the Connecticut School Readiness Program, visit: <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Readiness/sroverview.pdf>



- **Minnesota's Young Student Parent Support Initiative.** The purpose of this initiative is to build the capacity of institutions of higher education to address the health and educational needs of pregnant and parenting young people and their children. Eleven Minnesota colleges and universities have received grants. With its \$280,000 grant, St. Cloud State University funds its Lindgren Child Care Center, which gives parents access to weekly support groups in addition to other campus and community resources.
Minnesota Young Student Parent Support Initiative, Minnesota Department of Health: <http://www.health.state.mn.us/divs/cfh/connect/index.cfm?article=studentparent.welcome>
St. Cloud State's Initiative: <http://stcloudstate.edu/sps/grant.asp>
Lindgren Child Care Center: <http://www.stcloudstate.edu/childcare/default.asp>.
- **Virginia Preschool Initiative.** The Virginia Preschool Initiative distributes state funds to schools and community-based organizations to provide quality preschool programs for at-risk four-year olds not served by Head Start.
For more information on the Virginia Preschool Initiative, visit: http://www.doe.virginia.gov/instruction/early_childhood/index.shtml
- **Texas School Ready!** The University of Texas at San Antonio Child Development Center receives funding from Texas School Ready! (TSR),⁷ an early education program that serves at-risk preschool-aged children through shared resources between public and private early childhood education programs. TSR is a partnership to coordinate services among school districts, child care providers, and Head Start programs participating in the Kindergarten Readiness System. As of 2012, unfortunately, the program had funding only for re-applying existing grantees, and

had a demand for 3,000 more classrooms than the 5,000 served. (Texas Education Agency 2012).

For more information on the Texas Kindergarten Readiness System, visit:

http://www.tea.state.tx.us/index2.aspx?id=4528&menu_id=2147483718

Child and Dependent Care Tax Credits. Many campus children's programs provide forms and information to help parents apply for Child and Dependent Care Tax credits, which can help them pay for child care. The Federal Internal Revenue Service and more than half of the states allow income tax credits for child and dependent care (Tax Policy Center 2012). Though specifics vary, these credits allow parents to increase their refunds and in some cases receive a refund even if they do not owe taxes (Tax Credits for Working Families 2012). One example of an effective state use of tax credits for child care is the School Readiness Tax Credit (SRTC), which is part of the Louisiana center rating system, Quality Start. Based on the quality rating of the center, parents, directors, eligible staff members, and the facility itself are each eligible for tax credits. In addition, businesses can receive a Business Child Care Expense credit for support to qualifying child care centers.

Federal guidelines for income tax credits can be found here: <http://www.irs.gov/taxtopics/tc602.html>

A useful, though slightly dated (January 2010), chart of the state-by-state provisions is available here: http://www.taxpolicycenter.org/taxfacts/Content/PDF/state_child_care.pdf

For more information about the Louisiana SRTC, visit: <http://www.qrslouisiana.org/assets/files/Rule%20Governing%20SRTC.pdf>

A list of providers for Louisiana SRTC can be found here: <http://www.qrslouisiana.org/child-care-providers/school-readiness-tax-credits>



LOCAL PUBLIC FUNDING

There is a fair amount of direct local funding available to campus child care programs. It is important to remember, however, that especially in large cities, what appear to be local funding opportunities actually reflect passed-through federal and state funding administered by local governments or agencies. For instance, local school districts often manage state prekindergarten funding; and local departments of social service frequently manage CCDF and TANF funding. Most of these sources are described earlier under Federal and State Funding Sources. That said, many cities and localities provide significant additional local funding. Some examples of these locally funded public child care initiatives are listed here.

New York City. In 2011, New York City added over \$275 million in tax levy funding to supplement CCDF and other sources, for its varied child care services and allocated over \$56 million to its state universal prekindergarten funding. They also contribute \$500,000 specifically to help support child care programs at the City University of New York (Kolben, Holcomb and Dixon 2011).

Seattle. The City of Seattle funds two free preschool programs that help children prepare for kindergarten, academically, socially and physically.

Seattle Step Ahead. In June 2012, the city provided approximately \$2.4 million in Family and Education Levy funds to Step Ahead Program classrooms in nonprofit, community-based organizations. Programs are selected through a competitive process administered by the Human Services Department at least once every four years.

Early Childhood Education and Assistance Program. (ECEAP). ECEAP is funded by both Washington State and the City of Seattle, with approximately \$1.83 million appropriated for the 2012-2013 academic year. The goal of ECEAP is to “help participating children develop the skills they need to be successful in school and acquire a passion for lifelong learning.” Both ECEAP and Seattle Step Ahead have graduated income eligibility guidelines, with ECEAP serving very low-income families, and Step Ahead serving slightly higher income participants.

For more information about the Step Ahead Program, visit:

http://www.seattle.gov/humanservices/children_families/school/preschool.htm



San Francisco. San Francisco funds or helps to fund a variety of early care and education initiatives. Those to improve *quality* include San Francisco CARES Plus, the High Quality Early Childhood Mental Health Initiative, Gateway to Quality, and the Child Care Inclusion Challenge Project. In addition, initiatives to improve *accessibility* include a Centralized Eligibility List, the Child Care Capital Fund, the Child Care Planning and Advisory Council, and Preschool for All.

Compensation and Wage Augmentation Grants for Economic Support (C-WAGES). Another San Francisco program, funded primarily through city general funds, C-Wages provides over \$7 million to assure a more stable child care workforce by improving compensation for staff in eligible child care centers and for family child care providers serving low income children (San Francisco Human Services Agency 2012a, 2012b).

For more information about the Early Care and Education Initiatives, visit:

<http://www.dcyf.org/index.aspx?page=26>

Florida Early Learning Coalition System.

The State of Florida has developed a complex system of partnerships that includes three major state agencies (the Agency for Workforce Innovation, the Department of Children and Families, and the Department of Education); thirty-one local Early Learning Coalitions, the state's Child Care Resource and Referral Network, and local Workforce Boards. This system enables the state to coordinate and blend funding from the federal, state and local levels.

For more information on the Florida Early Learning Coalition System, see the following:

<http://www.floridaearlylearning.com/ELACOnline/index-2.html>

<http://www.floridaearlylearning.com/ELACOnline/documents/EarlyLearningSystemCoalitionAgencyRelationship.pdf>

<http://www.floridaearlylearning.com/ELACOnline/documents/FloridaEarlyLearningSystemPartnersandCollaboration.pdf>

Montgomery County, MD. The Montgomery County Department of Health and Human Services funds the Purchase of Care Program (POC) and the Working Parents Assistance Program (WPA), both with the purpose of moving low-income families into the workforce and self-sufficiency. The funds are dispersed in the form of a voucher for each child, which are paid directly to approved child care providers. Eligibility requirements vary slightly between the two programs, but families must meet certain income requirements and must spend at least thirty hours a week working, going to

school (through the baccalaureate degree) or a combination of both.

For more information on WPA, visit:

<http://www6.montgomerycountymd.gov/hhstmpl.asp?url=/content/hhs/cyf/CYF/CCS.asp>

To contact the Working Parents Assistance Program directly, call 240-777-1155

The Foster Grandparent Program. Quite a few localities take part in the federal Foster Grandparent Program, which encourages and supports seniors to volunteer their time and experience in various programs. Organizations can apply for grants to use volunteers at their child care centers. New York City's Department of the Aging is one example. There volunteers often receive a small stipend for their time. Campus child care centers use these volunteers to assist in their centers.⁸

For more information on the Foster Grandparent Program, visit:

<http://www.benefits.gov/benefits/benefit-details/878>

For more information on the NYC Department of the Aging's program, visit: <http://www.nyc.gov/html/dfta/html/volunteering/foster.shtml>

Tribal Child Care. Hundreds of Native American Tribes receive CCDF funding for child care. Campus child care programs sometimes access this funding. For instance, the East Central University Child Development Center in Ada, OK, receives funding from the Chickasaw Nation Child Care Assistance Program, which provides child care assistance to Native American families who are working or going to school.⁹ Wisconsin programs

might access Oneida Nation of Wisconsin Child Care Supplemental Assistance, which assists eligible college students in covering child care costs. The link below provides a list of all of the tribes receiving CCDF funds.

For more information on the Oneida Nation of Wisconsin Child Care Supplemental Assistance, see page 8 of the following document:

<http://www.oneidation.org/uploadedFiles/HE%20handbook1008.pdf>

For a list of all the tribes receiving CCDF funds, see:

<http://www.acf.hhs.gov/programs/ccb/ta/pubs/tswt/tswt8.htm>

For more information on the Chickasaw Nation Child Care Assistance Program

http://www.chickasaw.net/services/index_3052.htm





College and University Funding Sources

One of the extraordinary benefits of providing child care on a college or university campus is the access programs often have to funding and other resources not commonly available to stand alone programs.

Direct Financial Support. Almost all campus-based child care programs receive some form of direct financial support from an academic or administrative center within their colleges or universities. Examples of the many ways that colleges and universities provide financial support to their programs for parents and children are listed below.

General Fund Support. Funding can range from a very modest level to the full operating cost of a program. Sometimes support from the general fund is applied to program's general operating budget, whereas sometimes it is earmarked for a more specific purpose.¹⁰ For example:

- Many campuses report general funds assistance to cover campus child care year-end deficits.
- The Children's Learning Center at the Pennsylvania College of Technology receives financial support from the university's general fund equal to 30 to 40 percent of its budget.¹¹
- SUNY Stony Brook funds a portion of the mortgage for their child care facilities out of the general fund. In addition, the University's provost provides funding to help cover the sliding fee scale cost of their child care services.¹²
- Several early childhood development programs, one at a small liberal arts college, and one at a large public university, each receive \$200,000 from their colleges to subsidize their income-based tuition schedule.¹³
- The Child Development Center at Johnson County Community College in Kansas receives funding from the college's general fund because the center serves as a lab school for the early childhood education degree program.¹⁴



College/University Paid Salaries and Benefits.¹⁵

Many campus child care programs receive at least some funding in the form of paid staff salaries and benefits. This support ranges from paid lines for all staff, to support for some staff — professional staff, for instance — to salaries for just one or two employees. Some arrangements fund only a percentage of staff member salaries. Some campuses pay for salaried student teachers and graduate assistants. Students receiving federally funded work-study assistance frequently work in campus child care centers as assistant teachers, substitutes, receptionists or office workers. Some examples of colleges and universities that pay salaries and benefits include the following:

- At one community college in New York State, the center director, assistant director, head teachers and some assistant teachers are all salaried and receive benefits. The college fully funds these lines. In addition, 20 early childhood students complete their field internship in their lab school program as do food service interns. These interns can serve in the place of paid staff and/or as substitutes.¹⁶
- At the University of Massachusetts, Amherst, stipulations in the University's employee union contract require that a campus subsidy pays for the operation of two classrooms and two administrator salaries at the Center for Early Education and Care.¹⁷
- Student employee salaries at Truckee Meadows Community College Child Care Center in Reno, Nevada, are paid out of the college general fund¹⁸.
- The University of North Carolina covers the administrative salaries (director, assistant coordinator and administrative assistant) of their center.¹⁹

- Housatonic Community College in Bridgeport, CT covers the salary and benefits of the Early Childhood Laboratory School director.²⁰
- The University of Wyoming provides funding for the salary and benefits of the Program Director and Curriculum Coordinator of their Early Care and Education Center.²¹

Coverage of Operating Expenses, Equipment, and Capital²² Many colleges and universities directly cover the cost of operating expenses, equipment, or services, as they would for many other campus-based services. Some examples include:

Facilities-Related Costs

- Rent-free space, and cost free utilities, telephone, postage and mail services
- Custodial and maintenance services including plumbing, carpentry and other facility repairs as well as carpet cleaning and floor waxing
- Landscape and grounds keeping
- Security through campus security systems, personnel and technology

Equipment and Supplies

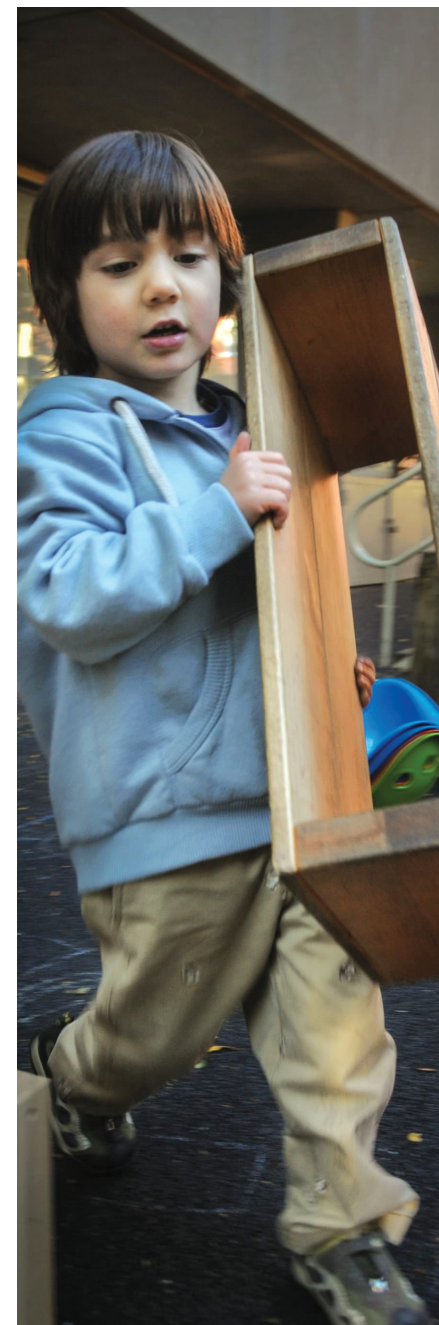
- Computers. On some campuses centers are included in college wide purchases and upgrades
- Computer and information technology support
- Copying equipment and maintenance, and/or print shop services
- Classroom, office and custodial supplies

Capital Contributions. Campuses sometimes pay for large capital items such as a new roof, replacing a center furnace, installing a new HVAC system, replacing kitchen equipment and paying for a new playground.

Residual or Used In-Kind. Some items just find their way to campus centers, such as passed down computers, paper from a campus print shop, or extra books from the library. Sometimes parents contribute volunteer work for the center (such as serving in a co-op, making repairs, spending time in the classroom, and cooking, cleaning, or raking).

Services from Other Campus Offices. Some colleges and universities provide a wide range of services to children's programs through their other offices and departments.²³ A broad cross-section of campus child care programs use the services listed below:

- **Human Resources.** Some HR offices assist programs with a range of activities including benefits management, selection and hiring of staff, employee orientation to the college, procedures for letting staff go, and job postings. They also deal with issues of affirmative action and non-discrimination.
- **Purchasing.** Some centers acquire supplies and services through their campus purchasing offices, which maintain a listing of university contracted suppliers. This can be problematic if the university has insufficient contracts with early childhood suppliers, but in many cases, it can significantly ease the purchasing process.
- **Business Office.** Services may range from direct management of center fiscal operations to consulting with and supporting center fiscal staff. Offices sometimes provide audits or assist centers in their work with outside auditors; and can help with payroll and accounting services.
- **Grants.** Office grants can be invaluable, helping programs identify potential grants and making available the information and statistics about the institution often required in grant writing. Support can range from actually writing grant proposals to providing feedback on grant applications that program staff write.
- **Police/Security/Public Safety.** Campus police and/or security offices help to keep early childhood programs safe and can be invaluable in medical and other emergencies.
- **Legal.** Campus legal offices can help child care programs handle liability issues, child abuse reporting issues; disability law; records maintenance, access and privacy; and construction and other contracts.
- **Health Services.** College health services are often made available to children and staff, where they can obtain first aid treatment, care for illness, evaluation of medical emergencies, and related referral services. They provide health information and workshops for parents and staff, TB screening for children, CPR training and flu shots to staff, as well as a variety of other health screenings and information about community health resources. In addition, some campuses make children's health insurance available to those that participate in the campus children's center.
- **Marketing and Advertising.** Some colleges and universities underwrite services, such as graphic design and advertising.²⁴
- **Student Clubs.** Student clubs often collaborate with centers on a variety of activities, such as art projects, reading to children, special holiday event planning, and raising money for small, but important, items.





Student Activity and Other Fees. Student Activity fees are collected by colleges and universities to help pay for a variety of campus programs and services. It is very common for campus-based children's programs to receive a portion of student activity and other fees charged by campus entities. These fees are passed along to programs as lump sums, to be used at the center's discretion, or for a specific purpose.

- Collectively the child care centers at the University of Wisconsin, Madison, receive \$758,000 annually in Student Activity fees.²⁵
- Western Oregon University uses student activity fees to fund scholarships that provide 30 percent discounts on center tuition to student parents.²⁶
- At Indiana University, Bloomington, student activity fees help to fund child care discounts for student families.²⁷
- In addition to student activity fees, the Child Care Center at the University of Texas, San Antonio, receives funding through fees collected by Student Housing.²⁸

Student Governments and Faculty-Student Associations. Many programs receive funding from student governments, student associations or faculty-student associations. Because child care is a valued service both for students and faculty/staff, these organizations are good potential sources of funding. For example, the Stony Brook Child Care Services receive funding from both the University's Undergraduate Student Government and their Graduate Student Organization.²⁹ In addition, the Community Colleges of Spokane, WA, receive funds from each of their student governments. One state university receives a small amount of funding from its Associated Students organization,³⁰ which advocates for student interests and allocates money to student programs on campus.³¹

Lab and Other Usage Fees. Colleges and universities frequently charge lab and other usage fees related to student coursework. A number charge fees for educational activities in child care centers and some pass these fees along to the center.

- The University of North Texas charges lab fees ranging from \$10 to \$50 for students doing student teaching and observations, bringing in about \$50,000 per year to the center.³²
- A number of centers in California receive funding for Instructional Related Activities, which the California State University, Chico, defines as "activities and laboratory experiences that are partially sponsored by an academic discipline or department and which are... integrally related to the function of instructional offerings" (California State University 2012).
- One West Coast university collects from researchers who use the child care center site, and passes them along to the center.³³
- At San Diego State University, the Children's Center receives about \$75,000 in return for academic use of their center for internships and research.³⁴
- The Randolph College Nursery School receives fees that the college charges for outside observers.³⁵

Campus Charitable Donations. Many campus-based programs supporting children and families benefit from access to one form or another of campus or university-system-wide charitable contributions. The grants office or the college foundation is the best place to explore gaining access to charitable support. Approaches used to support of child care centers include:

- *Alumni Support.* Most colleges and universities reach out to their alumni for support. Generally, the revenues they receive fall into three categories:

restricted, discretionary, and endowment. A number of centers have been included as one in a group of targeted (restricted) alumni solicitations, others have received part of the college's discretionary revenue, and a small few have benefited from dedicated endowments. Perhaps as more parents who benefit from campus child care graduate, alumni gifts to these programs will grow. Colleges generally handle donated funds through gift accounts.

- **Internal Campus Employee Campaigns.** Many campuses and university systems solicit contributions from their employees for a range of charitable organizations. Since most campus children's centers incorporate as non-profit organizations, they are eligible to receive tax-deductible charitable contributions. The City University of New York (CUNY), with twenty campuses and a staff and faculty of thousands, operates the CUNY Campaign for Voluntary Charitable Giving, an annual fund-raising drive to support hundreds of charities in the New York area. Employees can either target a specific participating agency or give to the full campaign, in which case funds are distributed among all agencies. A number of the CUNY child care centers have become eligible agencies. The University of Michigan has a targeted web page to encourage contributions to their campus child care centers from their employees and others.

For more information on the CUNY Campaign for Voluntary Charitable Giving, visit:
<http://www.cuny.edu/site/campaign.html>

The web page for the University of Michigan's Online Giving program is available at:
<http://hr.umich.edu/childcare/giving/index.php>

College and University Foundations. Most colleges and universities operate foundations to help raise funds and manage their use. The foundations, often titled after the name of the college itself, are tax-exempt organizations that support the higher education institution. The funding they raise and manage can include institutional support, unrestricted gift funds, investment income on unrestricted funds, management fees on endowed income and real estate, and gift fees. Foundations occasionally allot or help to direct funds to campus child care centers. Two examples:

Johnson County Community College Hiersteiner Child Development Center:
<http://www.jccc.edu/childcare/>
 and Johnson County Community College Foundation:
<http://www.jccc.edu/foundation/>

The Olympic College Foundation, in cooperation with the Sophia Bremer Child Development Center, is available here: <http://www.olympic.edu/BusinessCommunity/Foundation/> and The Sophia Bremer Child Development Center:
<http://www.olympic.edu/Students/StudentServices/ChildCare/>

Endowments. Endowments, developed by either colleges or universities or early care and education centers themselves, are sources of funding for some programs.

At Johnson County Community College, in Kansas, the college's foundation office held an auction for a number of years with a goal of raising \$1,000,000. After many auctions, that amount has become an endowment that earns interest to help student-parents who need help paying for their child care.³⁶



The University of North Carolina Child Care Education Program has a small endowment for which, they solicit contributions from families and others.³⁷

Other College/University Funding Sources. The list of other possible sources of support for campus children's programs seems endless. Some examples include:

- At the University of Wisconsin, Madison (UW), in addition to student activity fees, centers receive funding from the UW Teaching Assistant Association. One center also receives annual funding from their School of Medicine and Public Health.³⁸
- The center at Johnson County Community College in Kansas receives a direct subsidy from extra revenue collected from vending, food and other services.³⁹
- A center at one Midwestern university receives between \$7,000 and \$25,000 from auxiliary services, which operates the bookstore and other entities, to help cover operating expenses.⁴⁰
- The Children's Campus at Raritan Valley Community College (in New Jersey) receives volunteer support from Learn and Serve America, part of the federal Corporation for National Community Service. The program gives course credit to student volunteers for work in their discipline. Students from early childhood, psychology, social work, nursing, environmental science, and visual and performing art provide volunteer service as they learn about young children. In addition, faculty and staff receive child care discounts as part of their benefits packages.

For more information about Learn and Serve America, visit: <http://www.learnandserve.gov/>

- STEP, the Student Titan Employment Program, at the University of Wisconsin, Oshkosh, pays wages of several child care aides who assist classroom teachers in collecting and recording progress data and serve as office assistants.⁴¹

More Information on the STEP program is available at: <http://www.uwosh.edu/today/2169/innovative-student-employment-program-provides-high-impact-learning-opportunities/>

- The University of Massachusetts, Amherst, funds a portion of their Center for Early Education and Care. This is mandated by a contract with its unionized graduate students, which specifies that the University provide "flexible-affordable child care services for graduate and undergraduate students." The center also maintains a contract with the Massachusetts Higher Education Department for 12 state-funded tuition assistance slots.⁴² This Child Care Tuition Assistance Program provides eligible undergraduate student parents with assistance for child care, including full day or part day Pre-K, after school care and summer "camperships." Any enrolled undergraduate student parent eligible for financial aid may apply.

For more information on the Child Care Tuition Assistance Program, visit: <http://www.umass.edu/ofr/childcare.php>

- The University of West Florida's (UWF) Educational Research Center for Child Development receives funding from the state university system's Capital Improvement Trust Fund (CITF). According to statute, each university in the system is encouraged to operate an Educational Research Center for Child Development on its campus. These centers provide education and care for the children of students, staff, and faculty and are sites for educational research and internships. Each university may receive a portion of fees collected from the students enrolled at that university equal to 22.5 cents per student per credit hour taken each term. Funding to the UWF Center has increased over the last three years from \$55,235 to \$61,454. The Center uses the funds to pay for general operations.⁴³
- Michigan State University (MSU) provides two types of financial support for students, faculty and staff child care needs. Their Dependent Care Spending Account enables faculty and staff to set aside up to \$5,000 from their pay, tax free, enabling them to more easily afford child care and other fees. In addition, through the MSU Child Care Grant, the Financial Aid Office makes a child care scholarship available to graduate and undergraduate students.

For more information about the child care grants and scholarships at MSU, visit:
http://www.frc.msu.edu/Child_Care/Students/index.htm

- At one campus, funds from faculty and staff dependent care accounts that are not used by the federal deadline are transferred to the child care center.⁴⁴

Links and Collaborations with Other Campus Organizations

Campus-based child care programs have relationships with other university departments, offices, and administrative centers, opening up opportunities for considerable added support and assistance for center families. While these relationships may not translate directly into funding for a center, they do expand the roster of services available to participating families and staff that might not otherwise exist or that would prove too costly. Some of these potential links include:

- Financial aid
- Student life/Student services departments
- Counseling departments
- Academic advising
- Education, early education and child care departments
- Library facilities
- Women's centers
- College cultural heritage organizations and clubs
- Disability and accessibility services
- LGBT offices and centers
- Veterans Affairs offices
- Other affinity groups, offices and organizations
- Student success and career planning initiatives
- Cooperative education, combining work experience with classroom learning
- Services for low-income students
- Student clubs and organizations





Private Funding Sources

Campus child care centers directly access a wide range of private funding that does not originate from government or college/university sources. This section discusses types and examples of private funding sources that support students' child care needs.

Parent Fees and Tuition. Every campus-based child care center requires parents to pay some amount of tuition and/or fees and it is one of the largest sources of funding for campus child care. As an example, for the twenty SUNY child care centers on four-year campuses, tuition and fees are the largest source of income.⁴⁵ This is in the context of a system that receives substantial targeted state higher education child care funding.

Foundation Grants. A wide range of foundations have supported child care for student parents and campus-based children's programs. In seeking grant funding, the grants or foundation office is the best place to begin. They have a wide variety of tools and information that will help target a search for funds. They can also help grant seekers avoid competing with others on campus or with the college itself.

United Way. Many local United Way organizations have provided funding of one kind or another to college child care centers.

- Student parents at Sunshine House at Colorado State University receive weekly tuition assistance funded by the United Way of Larimer County's WomenGive program.⁴⁶

For more information on the WomenGive program, visit:
<http://uwaylc.org/give/membership-programs/womengive/>

- The SUNY Stony Brook Child Care Services and Fredonia Campus and Community Children's Center receive funding from State Employees Federated Appeal (SEFA)/United Way (UW), a collaboration between SEFA and UW.⁴⁷

For more information on the SEFA, visit: <http://www.sefanys.org/>

- The child care center at one Northeastern community college receives a United Way School Readiness grant on a regular basis.⁴⁸ Intended to promote high quality early care and education so that all children will enter school ready to learn, these grants generally target children at risk of school failure due to low family income. Grants also fund quality improvement. This program is available through many United Way Organizations around the country. A Google search using the terms "United Way School Readiness" and a local area should return information about local United Way funding opportunities. A Colorado center receives a small amount from United Way for fee subsidies.⁴⁹

For more information on Mile High United Way School Readiness Initiative in Colorado, visit: http://www.unitedwaydenver.org/site/c.6oJHLSPtFgJWG/b.7717169/k.2D5/Kindergarten_School_Readiness_Denver_CO.htm

Other Foundations

- The Johnson County Community College Child Development Center received a two-year grant from the Sunflower Foundation in Kansas for \$21,218, for garden supplies. Now each classroom has a garden of two or three raised beds. Items purchased include gardening tools, soil, seeds, books, kitchen appliances and tools for cooking the food grown. Their college foundation office originally told them about the grant.⁵⁰

For more information on the Sunflower Foundation, visit:
<http://www.sunflowerfoundation.org/>

- The University of Wisconsin Office of Child Care and Family Resources receives grants from the University's Women's Philanthropy Council, of about \$12,000 annually for sick and back up care.⁵¹

For more information on the Women's Philanthropy Council, visit:
<http://www.supportuw.org/about-us/womens-philanthropy/>

- The Campus and Community Children's Center at SUNY, Fredonia received a grant for crib replacement from the East Hill Foundation.⁵²
- Other foundations mentioned as funding sources in the IWPR survey include the Doris Duke foundation and the Packard Foundation.

Sliding Fee Scale. Many programs provide a sliding- or stepped-fee schedule. In other words, the fees collected from families paying full tuition help to underwrite costs for less affluent participants, making those fees essentially a source of income. The same is true when programs charge higher rates for non-affiliated families in the community or for faculty and staff. This only works, of course, when those paying the higher amounts pay more than the average cost per child.

Fundraisers. While generally not a large source of income, center fundraisers can help to supplement aspects of a campus program. Here are a few examples:

- One center holds a fundraiser every year where parents volunteer the names and addresses of grandparents and other close family members. The center creates a packet with a mounted piece of the child's art, their name and a photo. They then send a letter describing how the fundraiser works and how they plan to use the money they raise. The grandparents or friends can then send donations if they so choose. In a center with approximately one hundred children, about fifty families participate. Last year they raised over \$3,000 dollars.⁵³
- A campus child care center in the Southeast asks parents to "gift back" their security deposits when they leave the center. They also hold a fundraiser once a year to purchase items that they could not otherwise afford (such as new chairs and bicycles).⁵⁴

- Another program's fundraising efforts have included a mum sale, a poinsettia sale, a breakfast raffle held at Applebee's, an Earth Day sale, and selling apparel with the center logo and Valentine gift bags for students.⁵⁵

- The Children's Campus at Raritan Valley Community College is one of many campus children's programs that sponsor Scholastic Book Fairs.⁵⁶

For more information about Scholastic Book Fairs, visit: <http://www.scholastic.com/bookfairs/>

Community and Local Donations. Many campus programs receive donations from local individuals, businesses and organizations. Some centers actively cultivate private donors and directly solicit contributions from them. Contributions take the form of both cash and in-kind donations of goods and services.

- The University of Wyoming Early Care and Education Center has cultivated one private donor who contributes \$6,000 per year for student families who qualify for assistance with child care payments. The funds are awarded by a committee.⁵⁷
- The East Central University Child Development Center in Ada, OK, receives donations from Project Invest, a local program that hosts one or two fundraisers each year to purchase supplies for their child care centers.⁵⁸

For more information about Project Invest, visit: http://www.ecok.edu/ccrra/project_invest.htm

- The Sunnyside Child Care Center at Smith College receives fundraising donations and services from local businesses as well as discounts from local retailers. Also, because they are a parent cooperative, in which families must volunteer 3 hours per month, parents provide a great deal of in-kind service, painting, repairing, cooking, cleaning, yard work, etc.⁵⁹
- The SUNY Cortland Child Care Center raises a small amount of funds from their annual letter-writing campaign.⁶⁰
- At the Child Care Center at Truckee Meadows Community College local businesses have supplied expertise and materials for special projects such as their play yard renovation.⁶¹
- The University of Wisconsin Oshkosh Children's Center receives donations from their local Swanson Wiper Corporation, a company that cuts and packages paper of all kinds. Their center receives wipes at no cost, which they use to clean and bleach food surfaces and changing tables. Since licensing requires a fresh wipe for each use, this adds up. They also receive gardening soil and supplies from a local landscaping company.⁶²
- To purchase new cribs the SUNY Fredonia Campus and Community Children's Center received funding from the upstate New York based East Hill Foundation. They also reach out to the parents and grandparents of "alumni children."⁶³



Corporate and Association Contributions. Many campus child care programs have been successful in accessing funding, goods and services from corporations, associations, and other organizations.

Early Childhood Related Businesses. A number of college children's centers have received funding from Lego, including the Smith College Child Care Center at Sunnyside, which performed a market survey and received a large set of Duplos.⁶⁴ The Children's Learning Center at the Pennsylvania College of Technology receives funding from Box Tops for Education.⁶⁵ The National Gardening Association provided gardening supplies and the American Dermatology Association gave grants for sun shelters to the University of Wisconsin Oshkosh Children's Center.⁶⁶ Diaper companies, Gerber, and the Target Corporation (2012) have also donated to campus children's programs.

For more information on the Lego Children's Fund, visit: <http://www.legochildrensfund.org/Guidelines.html>

For more information about Box Tops for Education, visit: <http://www.boxtops4education.com/Default.aspx>

For more information about the American Dermatology Association Shade Structure Grants, visit: <http://www.aad.org/spot-skin-cancer/what-we-do/shade-structure-grant-program>

For more information about National Gardening Association grants, visit: <http://www.kidsgardening.org/grantfaq>

Other Corporations and Associations. Other corporations that have provided funding to campus centers include Apple, Facebook, Applebee's and Google. In addition, a number of centers have received support from local Rotary Clubs and other fraternal and community service organizations.

Family Support Organizations. A number of organizations that focus on family support have contributed to campus children's centers.

- The Early Learning Campus at the University of Louisville received funding from Family Scholar House whose mission "is to end the cycle of poverty by giving single-parent students the support they need to earn a four-year college degree."⁶⁷

For more information about the Family Scholar House, visit: <http://www.familyscholarhouse.org/>

- Numerous family support organizations receive funding from New Jersey's Strengthening Families through Early Care and Education program. The program seeks to help families avoid abuse or neglect by increasing parent resilience, social connections, knowledge of parenting and child development, access to support services, and healthy social and emotional development for children. Schools and child care centers can apply for grants each year.

A description of the program and a list of organizations funded can be found here: <http://www.state.nj.us/dcf/families/early/strengthening/>

- A child care center at a Midwestern community college receives support from First Children Finance⁶⁸, a non-profit that "helps children, families and communities thrive by increasing the availability, affordability and quality of early care and education." They provide financial and business-development assistance to high-quality child care businesses serving low- and moderate-income families. They currently support programs in Iowa, Kansas, Michigan, Minnesota, Missouri, North Dakota, South Dakota, Texas, Washington and Wisconsin.

For more information about First Children's Finance, visit: <http://www.firstchildrensfinance.org/what-we-do/>

Grants for Teachers. A number of centers apply for, or encourage teaching staff to apply for, grants to improve the quality of early childhood education in the classroom.

- The Children's Campus at Raritan Valley Community College received funding from Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC).⁶⁹ NAP SACC trains teachers and families on how to improve nutrition and physical activity environments in child care. Teachers receive free training; parents receive information and training on nutrition and movement activities for young children.

For more information about Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC), visit: <http://www.napsacc.org/>

- Teachers at the University of Wisconsin, Madison child care programs receive approximately \$1,500 annually from grants for specific projects, which they write and apply for themselves.⁷⁰
- The National Association for the Education of Young Children and many of its affiliates frequently provide support to early childhood teachers and other staff. This sometimes supports attendance at conferences, leadership development and help on individual projects.

For more information on NAEYC, visit: www.naeyc.org

For a list of NAEYC affiliates, visit: <http://www.naeyc.org/affiliates/offices>

Other Miscellaneous Private Sources. Other sources of revenue mentioned by campus child care programs include creative movement grants, research grants, church child care assistance (such as from the Des Moines Religious Council⁷¹), business placement fees and nature education grants.⁷²





Start-Up, Facilities Expansion and Capital Improvement

Funding for start-up, facilities expansion, and capital improvement of campus child care programs has come from a wide variety of sources.

- **College or University General Funds for Capital and Improvement.** The majority of centers that have received start-up and expansion funding have received it from university general funds. The original source of each funding stream is not always clear, but options include the university budget, public or private capital construction budgets, and borrowing.

- ▶ One large private college built and equipped its Early Childhood Development Center (at a cost of \$1.8 million in 1994) and provided \$50,000 for salaries prior to the start date.⁷³
- ▶ At the University of Wisconsin, there are seven child care sites. Each had a different level of start-up funding. In each instance, a proposal was written and submitted to the administration in amounts ranging from \$30,000 to over \$500,000.⁷⁴
- ▶ After several years of loosely organized child care the University of Massachusetts, Amherst, brought programs together under Student Affairs. When a new classroom or building was needed, the campus paid for the facility and for classroom furnishings.⁷⁵

- **State Higher Education Child Care Start Up Funding.** Several SUNY centers received start-up support from state-wide university child care funding.⁷⁶ The Laboratory School at Housatonic Community College received \$30,000 through a *School Readiness Grant* from the state of Connecticut.⁷⁷ A number of California programs received start-up funding from First 5 California.⁷⁸

For more information about SUNY Child Care: http://www.suny.edu/provost/university_life/child_care.cfm

For more information on the Connecticut School Readiness Program visit: <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Readiness/sroverview.pdf>

For First 5 California, visit: <http://www.ccfca.gov/>

- **Student Government/Student Fees for Start Up Expenses.** Quite a few centers have received a modest amount of start-up funding from student governments and other student associations, funding that generally stems from student fees. One campus went to their Student Fee Capital Improvement Committee for three consecutive years to develop funds to renovate their current location.⁷⁹

- **Child Care Access Means Parents in School for Capital Improvements.** A number of campus centers have supported start-up or minor capital improvements through CCAMPIS, including the Children's Learning Center at Pennsylvania Technical College, which used it to begin their first infant toddler classroom.⁸⁰

- **Foundations.** Several campuses have accessed foundation funding for start-up and expansion. For instance, grant funding from the Doris Duke Charitable Foundation was used to build the current Children's Campus at Raritan Valley Community College.⁸¹ The University of Arkansas recently received a \$2.5 million gift from the Tyson Family Foundation toward building a new child development center, to provide care for more than 140 children and a learning laboratory for students studying child development in the university's School of Human Environmental Sciences. They also received \$500,000 in funding from the Zero Mountain cold storage Company, and \$75,000 from Aaron Brown of the A.L. Chilton Foundation.

For more information on the Doris Duke Charitable Foundation, visit: <http://www.ddcf.org/>

For more information on the Jean Tyson Child Development Center, visit: <http://children.uark.edu/6877.php>

- **College Foundations.** When the Campus and Community Children's Center at SUNY Fredonia sought to move into a new building and add infant care, they ran a capital campaign in conjunction with the college's foundation.⁸²
- **Blended Sources.** Though single-source funding can be very valuable when beginning a center, blending a variety of sources can be even more effective for long-term sustainability. A child care center at a West Coast university received funding from the university governing body, California First 5, a local Educational Employees Credit Union (EECU), a private donor and the Packard Foundation. These funds covered building their center, materials and furniture purchase, and operating ramp-up.⁸³ The Olympic College Sophia Bremer Child Development Center used a \$2 million gift from a private trust to leverage a matching grant from the state to fund construction of their new child care facility⁸⁴.
For more information on the Educational Employees Credit Union, visit: <http://www.myeecu.org/home/contact-us>
For more information on The Packard Foundation, visit: <http://www.packard.org/>
- **Donors.** A number of campuses reported receiving funding for capital projects from unspecified generous private donors.⁸⁵
- **Minor Renovations and Tie-Ins.** An approach used by many colleges and universities, especially in the first years of providing services, has been to identify existing space and, through minor renovations, adapt it to provide child care. Of course, the space must be licensable, but adapting an existing space is often less expensive than constructing a new facility. During a major renovation of a new center,

the Borough of Manhattan Community College Early Childhood Center moved to a temporarily unused dance studio. Working closely with the college and licensors, the space was adapted to serve children. Though this was an interim work-around, many centers have used a similar approach at start-up.⁸⁶ Another approach used by some programs is to tie center construction to another capital project. As part of the construction of its multi-million dollar research facility, the Child Development Research Center, the University of Alabama included a state of the art Children's Program.

For more information about the University of Alabama Child Development Research Center, visit: <http://www.ches.ua.edu/hdfs/cdrc/>

- **Other Start-Up Funding Sources.** The University of Wisconsin, Oshkosh, and Children's Center received start-up funding from their Senior Graduating Class Annual Grant.⁸⁷ A dean at the University of North Texas located funding for a new playground for their Child Development Laboratory.⁸⁸ At East Central University, the Department of Continuing Education accumulated funding over a period of years to help begin their Child Development Center.⁸⁹

Conclusion

Making Early Care and Education a Reality for Campus Communities

At a time when family and higher education budgets are strained, it is crucial to recognize the importance of child care and other family supports in ensuring college success. Too often, campuses consider child care resources to be too costly or nonessential when budgets are tight. This toolkit was designed both to demystify the process of funding campus-based early care and education and to illustrate the myriad strategies and supports implemented in postsecondary institutions nationwide. The information on financing gathered here reflects the experiences and successes of dozens of programs and individuals across the United States, including campus child care center staff, college and university administrators, and financing experts. The *Financing Child Care* toolkit provides a collective body of knowledge to those who wish to start, expand, or strengthen campus-based early care and education programs. We hope that this resource encourages more campuses to provide early care and education services to promote the success of students, faculty and staff, and institutions.



References

- Baum, Sandy; Ma, Jennifer, and Payea, Kathleen. 2010. *Education Pays 2010, The Benefits of Higher Education for Individuals and Society*. <http://advocacy.collegeboard.org/sites/default/files/Education_Pays_2010.pdf> (accessed November 19, 2012).
- Barnett, W. S; Carolan, M. E.; Fitzgerald, J; Squires, J. H. *The State of the Preschool, 2011*. National Institute for Early Education Research. <<http://nieer.org/sites/nieer/files/2011yearbook.pdf>> (accessed November 19, 2012).
- Boressoff, Todd. *Varieties of Campus Child Care*, Washington DC: Institute for Women's Policy Research. March 2012. <<http://www.iwpr.org/publications/pubs/tools-for-student-parent-success-varieties-of-campus-child-care>> (accessed November 19, 2012).
- California State University. 2012. "What is an Instructionally Related Activity at CSU, Chico?" <<http://www.csuchico.edu/upe/ira.shtml>> (accessed November 24, 2012).
- Child Care Aware of America (NACCRA). 2011. "TANF Funds Used for Child Care." <<http://www.naccra.org/public-policy/resources/data/tanf-funding-used-for-child-care>> (accessed November 19, 2012).
- Center for Law and Social Policy (CLASP). 2010. "Child Care Assistance Profile." CLASP. <<http://www.clasp.org/admin/site/publications/files/2010-Child-Care-Assistance-Profile-US.pdf>> (accessed November 19, 2012).
- Center for the Study of Social Policy (CSSP). 2012. "New Jersey: State Initiative Profile" CSSP's Strengthening Families. <<http://www.cssp.org/reform/strengthening-families/national-network/other-resources/New-Jersey-New-Template.pdf>> (accessed December 4, 2012).
- Fadale, LaVerna M. and Gene M. Winter. 1991. "Campus-Based Child Care and the Academic Success of Student Parents." *Community/Junior College Quarterly of Research and Practice* 15 (2): 115-123.
- Johnson, Lorraine G., Robert A. Schwartz, and Beverly L. Bower. 2000. "Managing Stress Among Adult Women Students in Community Colleges." *Community College Journal of Research and Practice* 24 (4): 289-300.
- Johnson-Staub, Christine. 2012. *Putting it Together: A Guide to Financing Comprehensive Services in Child Care and Early Education*. Washington D.C: Center for Law and Social Policy. <<http://www.clasp.org/admin/site/publications/files/A-Guide-to-Financing-Comprehensive-Services-in-Child-Care-and-Early-Education.pdf>> (accessed November 19, 2012).
- Kansas Children's Trust Fund. "Smart Start Kansas" <<http://www.kschildren-scabinet.org/smartstart.htm>> (accessed November 26, 2012)
- Kolben, Nancy, Betty Holcomb, and Judehia Dixon. 2011. *CCI Primer 2011, Key Facts About Early Care and Education in New York City*. Center for Children's Initiatives. New York, NY. pp. 22-25.
- Matus-Grossman, Lisa and Susan Gooden. 2002. "Opening Doors: Students Perspectives on Juggling Work, Family, and College." With Melissa Wavelet, Melissa Diaz, and Reishma Seupersad. MDRC: New York, NY. <http://www.mdrc.org/sites/default/files/full_466.pdf> (accessed November 19, 2012).
- Minnesota Office of Higher Education. "Postsecondary Child Care Grant Program Administration." <<http://www.ohe.state.mn.us/mPg.cfm?pagelD=348>> (accessed November 19, 2012).
- NAEYC *Quality Rating and Improvement Systems (QRIS) Toolkit*, National Association for the Education of Young Children, 2010. <<http://www.naeyc.org/files/naeyc/file/policy/state/QRSToolkit2010.pdf>> (accessed November 19, 2012).
- New York State Education Department. 2012. "Carl D. Perkins Career and Technical Education Improvement Act Programs (CTEA)" <<http://www.highered.nysed.gov/kiap/coldev/VTEA/>> Last Updated: September 10, 2012. (accessed November 19, 2012).
- Novak, Kathy. 2009. *Child Care Assistance for Postsecondary Students*. Minnesota House Research Short Subject. August 2009. <<http://www.house.leg.state.mn.us/hrd/pubs/ss/ssccapss.pdf>> (accessed November 19, 2012).
- 108th U.S. Congress. Public Law 108-446. "Individuals with Disabilities Education Act." U.S. Government Printing Office. <<http://www.gpo.gov/fdsys/pkg/PLAW-108publ446/html/PLAW-108publ446.htm>> (accessed November 19, 2012).
- 109th U.S. Congress. Public Law 109-270. "Carl D. Perkins Career and Technical Education Act of 2006." U.S. Government Printing Office. <<http://www.gpo.gov/fdsys/pkg/BILLS-109s250enr/pdf/BILLS-109s250enr.pdf>> (accessed March 7, 2013).
- Redding, Jillian and Robin K. Cohen. 2009. *Child Care Assistance for Parents Pursuing Higher Education*, Office of Legislative Research, State of Connecticut General Assembly (March 30, 2009) <<http://www.cga.ct.gov/2009/rpt/2009-R-0096.htm>> (accessed November 19, 2012).
- San Francisco Department of Children, Youth and Their Families, Early Care and Education Initiatives. <<http://www.dcyf.org/Content.aspx?id=1444#HQFCCI>> (accessed November 26, 2012).
- San Francisco Human Services Agency. Department of Children Youth and Their Families. 2012a. "Notification of Funding Availability for centers (NOFA) #518, Compensation and Wage Augmentation Grants for Economic Support (C WAGES) program" <http://mission.sfgov.org/OCA_BID_ATTACHMENTS/FA23652.pdf> (accessed November 26, 2012).
- San Francisco Human Services Agency. Department of Children Youth and Their Families. 2012b. "Notification of Funding Availability for centers (NOFA) #520, Compensation and Wage Augmentation Grants for Economic Support (C WAGES) program" <http://mission.sfgov.org/OCA_BID_ATTACHMENTS/FA24345.pdf> (accessed November 26, 2012).
- Tax Credits for Working Families. 2012. "Child and Dependent Care Tax Credit" <<http://www.taxcreditsforworkingfamilies.org/child-and-dependent-care-tax-credit/>> (accessed December 11, 2012).
- Tax Policy Center 2012. "Quick Facts: Child and Dependent Care Tax Credit (CDCTC)," Urban Institute and Brookings Institution. <http://www.taxpolicy-center.org/press/quickfacts_cdctc.cfm#five> (accessed November 19, 2012).

- Texas Education Agency. 2012. “*Texas School Ready!*” <<http://www.tea.state.tx.us/index4.aspx?id=4506>> (accessed November 26, 2012).
- The Children’s Learning Institute, the University of Texas Health Science Center at Texas. *Texas School Ready!* Frequently Asked Questions. <<http://www.childrenslearninginstitute.org/our-programs/program-overview/TX-school-ready/background/faqs.html>> (accessed November 19, 2012).
- The “Student Parent Achievement Pilot Study” at the Sophia Bremer Child Development Center at Olympic College (WA) showed that parents with campus child care enrolled in and completed more hours than student parents without child care and that they had higher grade point averages. Rhodes Lockwood, Olympic College, internal document.
- The Target Corporation. 2012. “Corporate Responsibility: Education” <<http://sites.target.com/site/en/company/page.jsp?contentId=WCMP04-031763>> (accessed November 26, 2012).
- U.S. Department of Health and Human Services. 2012. *Fact Sheet: Child Care and Development Fund*. , Administration for Children and Families. Office of Child Care. Washington, DC. <http://www.acf.hhs.gov/sites/default/files/occ/ccdf_factsheet.pdf> (accessed November 20, 2012).
- U.S. Department of Education. 2012. Office of Special Education and Rehabilitative Services. <<http://www2.ed.gov/about/offices/list/osep/index.html>. Last modified 8/28/12> (accessed November 19, 2012).

Endnotes

- ¹ Susan Rosen, Director of the Children’s Center at Humboldt State University in an e-mail message to the author reported a 96% retention-to-graduation rate for student parents at their center *versus* a 53% rate university-wide. September 27, 2012.
- ² Sherry Waugh, Director, University of Nevada, Reno, Child & Family Research Center, e-mail message to author, June 4, 2012.
- ³ Tara Evenson, Director, Ben Samuels Children’s Center, Montclair State University, e-mail message to author, July 25, 2012.
- ⁴ As reported by Nancy Seliga, director, the B.C. Center, Broome Community College. IWPR Child Care Finance Survey, April – June, 2012.
- ⁵ As reported by Sara McElhenny, director, Hiersteiner Child Development Center Johnson County Community College. IWPR Child Care Finance Survey, April – June, 2012.
- ⁶ As reported by Heidi Szobota, director, Early Childhood Laboratory School at Housatonic Community College. IWPR Child Care Finance Survey, April – June, 2012.
- ⁷ As reported by Earlene Gonzales, the University of Texas at San Antonio Child Development Center. IWPR Child Care Finance Survey, April – June, 2012.
- ⁸ As reported by an anonymous participant in IWPR Child Care Finance Survey, April – June, 2012.
- ⁹ As reported by Melissa Malm, Director, East Central University Child Development Center. IWPR Child Care Finance Survey, April – June, 2012. *Chickasaw Nation Child Care Assistance Program*,
- ¹⁰ Information in this section comes from several sources: the Institute for Policy Research’s Child Care Finance Survey, April – June, 2012 and reports from and interviews with directors at the National Coalition for Campus Children’s Centers conference, March 2012.
- ¹¹ As reported by Karen Woland Payne, Director of the Children’s Learning Center at the Pennsylvania College of Technology. IWPR Child Care Finance Survey, April – June, 2012.
- ¹² As reported by Mary Cain, Stony Brook Child Care Services, Inc. IWPR Child Care Finance Survey, April – June, 2012.
- ¹³ As reported by an anonymous participant in IWPR Child Care Finance Survey, April – June, 2012.
- ¹⁴ As reported by Sara McElhenny, director of the Hiersteiner Child Development Center at Johnson County Community College. IWPR Child Care Finance Survey, April – June, 2012.
- ¹⁵ Information in this section comes from several sources: the Institute for Policy Research’s Child Care Finance Survey, April – June, 2012; email follow-up and phone conversations with those surveyed; reports from and interviews with directors at the National Coalition for Campus Children’s Centers conference, March 2012.

- ¹⁶ As reported by an anonymous participant in IWPR Child Care Finance Survey, April – June, 2012.
- ¹⁷ As reported by Maryanne Gallagher, director of the Center for Early Education and Care at University of Massachusetts. IWPR Child Care Finance Survey, April – June, 2012.
- ¹⁸ As reported by Diane Nicolet, director of the Truckee Community College Child Care Center. IWPR Child Care Finance Survey, April – June, 2012.
- ¹⁹ As reported by Sharon Mims, director of the Child Care Education Program at the University of North Carolina Greensboro, IWPR Child Care Finance Survey, April – June, 2012.
- ²⁰ As reported by Heidi Szobota, director Early Childhood Laboratory School at Housatonic Community College. IWPR Child Care Finance Survey, April – June, 2012.
- ²¹ As reported by Mark Bittner, director, University of Wyoming Early Care and Education Center. IWPR Child Care Finance Survey, April – June, 2012.
- ²² Information in this section comes from several sources: the Institute for Women’s Policy Research’s Child Care Finance Survey, April – June, 2012; email follow-up and phone conversations with those surveyed; reports from and interviews with directors at the National Coalition for Campus Children’s Centers conference, March 2012.
- ²³ *bid.*
- ²⁴ As reported by attendees at the workshop *Creating Tools to Improve and Expand Campus Child Care and Support to Student Parents* at National Coalition for Campus Children’s Centers Conference, March 2012, and in IWPR Child Care Finance Survey, April-June, 2012.
- ²⁵ As reported by Lynn Edlefsen, director of the UW-Madison Office of Child Care and Family Resources. IWPR Child Care Finance Survey, April – June, 2012.
- ²⁶ As reported by Ingrid Amerson, director University of Western Oregon Teaching Research Child Development Center. IWPR Child Care Finance Survey, April – June, 2012.
- ²⁷ As reported by Tim Dunnuck, Coordinator of Early Childhood Education Services at Indiana University Bloomington. IWPR Child Care Finance Survey, April – June, 2012.
- ²⁸ As reported by Earlene Gonzales, The University of Texas at San Antonio Child Development Center. IWPR Child Care Finance Survey, April – June, 2012.
- ²⁹ As reported by Mary Cain, Executive Director, Stony Brook Child Care Services, Inc. in IWPR Child Care Finance Survey, April – June, 2012.
- ³⁰ As reported by an anonymous participant in IWPR Child Care Finance Survey, April – June, 2012.
- ³¹ As reported by Nancy Dymond, Early Childhood Education and Assistance Program, Community Colleges of Spokane, WA. IWPR Child Care Finance Survey, April – June, 2012.
- ³² As reported by Carol Hagen, director of University of North Texas Child Development Laboratory. IWPR Child Care Finance Survey, April – June, 2012.
- ³³ As reported by an anonymous participant in IWPR Child Care Finance Survey, April – June, 2012.
- ³⁴ As reported by Robin Judd, Director, San Diego State University Children’s Center. IWPR Child Care Finance Survey, April – June, 2012.
- ³⁵ As reported by Holly Layne, Director, Randolph College Nursery School. IWPR Child Care Finance Survey, April – June, 2012.
- ³⁶ As reported by Sara McElhenny, director of the Hiersteiner Child Development Center at Johnson County Community College. IWPR Child Care Finance Survey, April – June, 2012.
- ³⁷ As reported by Sharon Mims, director Child Care Education Program, University of North Carolina. IWPR Child Care Finance Survey, April – June, 2012.
- ³⁸ As reported by Lynn Edlefsen, director of the UW-Madison Office of Child Care and Family Resources. IWPR Child Care Finance Survey, April – June, 2012.
- ³⁹ As reported by Sara McElhenny, director of the Hiersteiner Child Development Center at Johnson County Community College. IWPR Child Care Finance Survey, April – June, 2012.
- ⁴⁰ As reported by an anonymous participant in IWPR Child Care Finance Survey, April – June, 2012.
- ⁴¹ As reported by, Sandra Kust, director University of Wisconsin, Oshkosh Children’s Center. IWPR Child Care Finance Survey, April – June, 2012.
- ⁴² As reported by Maryanne Gallagher, director, Center for Early Education and Care at U Mass, Amherst. IWPR Child Care Finance Survey, April – June, 2012.
- ⁴³ Cynthia Watson, director of the University of West Florida’s Educational Research Center for Child Development, e-mail message to author, July 9, 2012.
- ⁴⁴ As reported by an anonymous participant in IWPR Child Care Finance Survey, April – June, 2012.
- ⁴⁵ Marcia Brady, Director of Student Affairs Programs, The State University of New York, e-mail to the author, December 7, 2012.
- ⁴⁶ As reported by Samantha Coontz, Center Director, Sunshine House at Colorado State University, in IWPR Child Care Finance Survey, April – June, 2012.
- ⁴⁷ As reported by Mary Cain, Executive Director, Stony Brook Child Care Services, Inc. IWPR Child Care Finance Survey, April – June, 2012.
- ⁴⁸ As reported by an anonymous participant in IWPR Child Care Finance Survey, April – June, 2012.
- ⁴⁹ *Ibid*
- ⁵⁰ Sara McElhenny, Hiersteiner Child Development Center Johnson County Community College, e-mail to the author, June 1, 2012 and as reported in IWPR Child Care Finance Survey, April – June, 2012.
- ⁵¹ As reported by Lynn Edlefsen, director of the UW-Madison Office of Child Care and Family Resources. IWPR Child Care Finance Survey, April – June, 2012.
- ⁵² As reported by Judy Metzger, Director, Campus and Community Children’s Center at SUNY Fredonia. IWPR Child Care Finance Survey, April – June, 2012.

- ⁵³ As reported by an anonymous participant in IWPR Child Care Finance Survey, April – June, 2012.
- ⁵⁴ As reported by an anonymous participant in IWPR Child Care Finance Survey, April – June, 2012.
- ⁵⁵ As reported by Judy Metzger, Director, Campus and Community Children's Center at SUNY Fredonia. IWPR Child Care Finance Survey, April – June, 2012.
- ⁵⁶ As reported by Cathy B Griffin, director of the Children's Campus at RVCC. IWPR Child Care Finance Survey, April – June, 2012.
- ⁵⁷ As reported by Mark Bittner, Director, University of Wyoming Early Care and Education Center. IWPR Child Care Finance Survey, April – June, 2012.
- ⁵⁸ As reported by Melissa Malm, Director, East Central University Child Development Center. IWPR Child Care Finance Survey, April – June, 2012.
- ⁵⁹ As reported by Susan Beemer, director of the Sunnyside Child Care Center at Smith College. IWPR Child Care Finance Survey, April – June, 2012.
- ⁶⁰ As reported by Johanna Hartnett, Director, SUNY Cortland Child Care Center. IWPR Child Care Finance Survey, April – June, 2012.
- ⁶¹ As reported by Diane Nicolet, director of the Truckee Community College Child Care Center. IWPR Child Care Finance Survey, April – June, 2012.
- ⁶² As reported by, Sandra Kust, director University of Wisconsin, Oshkosh Children's Center. IWPR Child Care Finance Survey, April – June, 2012.
- ⁶³ As reported by Judy Metzger, Director, Campus and Community Children's Center at SUNY Fredonia. IWPR Child Care Finance Survey, April – June, 2012.
- ⁶⁴ As reported by Susan Beemer, director of the Sunnyside Child Care Center at Smith College. IWPR Child Care Finance Survey, April – June, 2012.
- ⁶⁵ As reported by Karen Woland Payne, Director, Children's Learning Center at Penn College. IWPR Child Care Finance Survey, April – June, 2012.
- ⁶⁶ As reported by, Sandra Kust, director University of Wisconsin, Oshkosh Children's Center. IWPR Child Care Finance Survey, April – June, 2012.
- ⁶⁷ As reported by Dianna Zink, Director, Early Learning Campus at University of Louisville. IWPR Child Care Finance Survey, April – June, 2012.
- ⁶⁸ As reported by an anonymous participant in IWPR Child Care Finance Survey, April – June, 2012.
- ⁶⁹ As reported by Cathy B Griffin, director of the Children's Campus at Raritan Valley Community College, in IWPR Child Care Finance Survey, April – June, 2012.
- ⁷⁰ As reported by Lynn Edlefson, director of the UW-Madison Office of Child Care and Family Resources. IWPR Child Care Finance Survey, April – June, 2012.
- ⁷¹ Des Moines Area Religious Council 2012. "Child Care Assistance." <<http://www.dmreligious.org/asp/services/childcareassistance.aspx>>(accessed November 19, 2012).
- ⁷² Reported by attendees at workshop on *Creating Tools to Improve and Expand Campus Child Care and Support to Student Parents* at National Coalition for Campus Children's Centers Conference, March 2012.
- ⁷³ As reported by an anonymous participant in IWPR Child Care Finance Survey, April – June, 2012.
- ⁷⁴ As reported by Lynn Edlefson, director of the UW-Madison Office of Child Care and Family Resources. IWPR Child Care Finance Survey, April – June, 2012.
- ⁷⁵ As reported by Maryanne Gallagher, director of the Center for Early Education and Care at University of Massachusetts. IWPR Child Care Finance Survey, April – June, 2012.
- ⁷⁶ As reported by Nancy Seliga, director, the B.C. Center, Broome Community College and anonymous participants in IWPR Child Care Finance Survey, April – June, 2012.
- ⁷⁷ As reported by Heidi Szobota, director, Early Childhood Laboratory School at Housatonic Community College. IWPR Child Care Finance Survey, April – June, 2012.
- ⁷⁸ As reported by an anonymous participant in IWPR Child Care Finance Survey, April – June, 2012.
- ⁷⁹ As reported by an anonymous participant in IWPR Child Care Finance Survey, April – June, 2012.
- ⁸⁰ As reported by Karen Woland Payne, director of the Children's Learning Center at the Pennsylvania College of Technology. IWPR Child Care Finance Survey, April – June, 2012.
- ⁸¹ As reported by Cathy B Griffin, director of the Children's Campus at Raritan Valley Community College. IWPR Child Care Finance Survey, April – June, 2012.
- ⁸² As reported by Judy Metzger, Director, Campus and Community Children's Center at SUNY Fredonia. IWPR Child Care Finance Survey, April – June, 2012.
- ⁸³ As reported by an anonymous participant in IWPR Child Care Finance Survey, April – June, 2012.
- ⁸⁴ As reported by Rhodes Lockwood, director Olympic College Sophia Bremer Child Development Center. IWPR Child Care Finance Survey, April – June, 2012.
- ⁸⁵ As reported by attendees at the workshop *Creating Tools to Improve and Expand Campus Child Care and Support to Student Parents* at National Coalition for Campus Children's Centers Conference, March 2012.
- ⁸⁶ As reported by Todd Boressoff, former Director, BMCC Early Childhood Center, in workshop on *Creating Tools to Improve and Expand Campus Child Care and Support to Student Parents* at National Coalition for Campus Children's Centers Conference, March 2012.
- ⁸⁷ As reported by, Sandra Kust, director University of Wisconsin, Oshkosh Children's Center. IWPR Child Care Finance Survey, April – June, 2012.
- ⁸⁸ As reported by Carol Hagen, director of University of North Texas Child Development Laboratory. IWPR Child Care Finance Survey, April – June, 2012.
- ⁸⁹ As reported by Melissa Malm, Director, East Central University Child Development Center. IWPR Child Care Finance Survey, April – June, 2012.



IWPR Board of Directors

Esmeralda O. Lyn, *Chair*
Hofstra University, professor emerita

Holly Fechner, *Vice Chair*
Covington & Burling LLP

Cynthia Lloyd, *Secretary*
Population Council, Consultant

Sylphiel Yip, *Treasurer*
G.X. Clarke & Co.

William Baer
Bloomingdale's

Martha Darling
Boeing (retired)

Ellen Delany
Delany, Siegel, Zorn & Associates, Inc.

Lynn Gitlitz
Business Development Consultant

David A. Goslin
American Institutes for Research, former CEO

Lorretta Johnson
American Federation of Teachers, AFL-CIO

Ellen Karp
Anerca

Kai-yan Lee
Vanke

Susan Meade
Phillips Oppenheim

William Rodgers III
Rutgers University

Marcia Worthing
New York, NY

Heidi Hartmann, *President*
Institute for Women's Policy Research

Barbara Gault, *Vice President*
Institute for Women's Policy Research



NCCCC Board of Directors and Members-at-Large

Board of Directors

Mary Sciaraffa
University of Louisiana at Lafayette

Lynn Edlefsen
University of Wisconsin – Madison

Pamela Pallas
University of Florida

Beth Hatcher
University of Main-Farmington

Tonya Palla
National Coalition for Campus Children's Centers

Members-at-Large

Dana Keller Bush
Eastern Kentucky University

Sharon Carver
Carnegie Mellon University

Janet Whalen Couch
Goshen College

Leslie Haning
West Virginia University

Kim Kramer
Wright State University

Sandy Owen
Cincinnati State Technical Community College

Michelle Rupiper
University of Nebraska – Lincoln

Joyce Nuner
Baylor University

Jane Glasgow
Old Dominion University

Credits

Photographs: Todd Boressoff

Design: Diahann Hill

